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ABSTRACT

A project was undertaken to reduce the amount of time required to screen first year students into an oversubscribed early childhood education program at a multicampus community college in Ontario, Canada, and to reduce faculty complaints concerning the procedure. The original process consisted of applicant questionnaires scored by faculty and lengthy interviews between candidates and faculty members. Following a review of the literature and a survey of faculty, a new procedure was developed which eliminated the interview, screening students instead by the following five criteria: (1) previous academic performance, determined by English grades and averages of all other marks from grade 12 on; (2) a personal statement by applicants describing their life experience, motivation for working with children, personal qualities and attributes, and examples of initiative; (3) a standardized test measuring applicants' reading and writing ability; (4) attendance at a mandatory information meeting to report on a visit to a child care center; and (5) references from two people familiar with the students' work with young children. Implementation of the new system resulted in reduced faculty workloads, with the procedures requiring an average of 17 minutes per student, compared to 60 minutes previously. In addition, all faculty reported that the system was much improved in terms of time required, although some questioned the effect on the quality of students. Sample forms are appended. (Contains 50 references.) (MAB)

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# Developing an Efficient and Effective Admission Criteria That Reduces Faculty Time and Complaints to Administer

by

Donna McKenna

Cluster 28

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A Practicum II Report Presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctoral of Education

NOVA UNIVERSITY

1993

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**PRACTICUM APPROVAL SHEET**

This practicum took place as described.

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This practicum report was submitted by Donna McKenna under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

February 20th 1993
Date of Final Approval of Report

June Delano, Ph.D., Adviser

**ABSTRACT**

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This practicum was designed to develop new criteria to be use by faculty in the intake of first year students in the oversubscribed Early Childhood Education Program at a community college. The primary goal was to reduce the amount of time previously needed by faculty to assess the variables used to determine admission to the program. A second goal was to reduce the written complaints attached to the faculty's work load formula form completed each semester. It was hoped that the faculty would find this new procedure to be a more satisfactory one.

A new criteria was developed and the previously used interviews were eliminated from the admission process. In the past the interview had taken a minimum of one hour per student to complete with questionable validity. The new criteria consisted of five variables that were measured by the college and faculty to assess student appropriateness for admission into the program.

Analysis of the data proved to very positive overall. Faculty reduced the amount of time needed to complete the new intake procedure. They were very satisfied with the process and all involved agreed to sign their work load forms without complaints. Other programs in the college and Early Childhood Education Programs from other colleges are using this model to modify their admission procedures.

********

Permission Statement

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Donna McKenna (signature)

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# CHAPTER I

# INTRODUCTION

## Description of Work Setting and Community

This practicum took place in one of the Province's twenty-two Community Colleges of Applied Arts and Technology. The college is strategically situated in the heart of Canada's "Technology Triangle" which is recognized around the world for advanced technological research, development and production. As the college faces the challenges and opportunities of new and increasingly diverse clients demands and expectations, and, more importantly, a dramatic increase in the nature and range of competition, quality and commitment is central to our vision.

Towards that end, the College offers more than 80 full time programs, ranging in length from eight weeks to three years in four areas of study: Applied Arts, Business, Health Sciences and Technology. In addition, 40 programs are offered on a part time basis plus the in-school segment of many Apprenticeship Programs. Each year approximately 100,000 people take advantage of professional, technical and general interest courses offered through the Continuing Education Department.

Over the years, the college has established six campuses. The largest campus houses most of the diploma program, central administration, the largest of the seven

Early Childhood Education laboratory child care centres and the Campus Centre - an athletic, educational and recreational facility.

The Board of Governors is ultimately responsible to the Council of Regions for the overall operation of the college. Membership to the Board of Governors is appointed by the Council of Regions with equal representation from each of the four county areas. The President of the college is the Chief Executive Officer, and as such, makes all final decisions relating to the academic operation of the college. For the past two years the President has assumed the additional position of Academic Vice-President of the college.

The college is directed by a Mission Statement and a Values Statement which provides direction for senior academic management. The Strategic and Operational Plan developed by all college personnel is the cornerstone of the day to day actions by the college community. Through a participatory-democratic model of decision making college personnel are consulted on issues that impact upon them. The climate is one that facilitates faculty and staff involvement in decision making to the extent of accountability and responsibility, holding each other accountable for performance in the classroom or in the boardroom. Accountability is the glue that binds involvement with commitment to quality education and training services.

The college has an advisory committee for each academic program. The members of the advisory committees are appointed by the Board of Governors and report directly to them. A wide and varied cross section of each profession is covered through representatives of each of the disciplines. The role of each advisory committee is to advise the faculty on trends in the profession and the workplace, job placements, changes in curriculum and to ensure that programs have credibility in the community and province. The committees serve a very valuable function in ensuring the viability of each program from the learners perspective as well as from a financial one.

## Writer's Work Setting and Role

The author's role at the college is that of Chair of the Child Studies Department. The programs within the Child Studies Department include the two year full and part time, day and evening Early Childhood Education Program, the day and evening Early Childhood Education Post-Diploma Resource Teacher Program, the evening Educational Assistant I and II Programs, the Nanny Program, and the Home Day Care Provider Program. The author also acts as the coordinator of the Early Childhood Education Program. The other programs have their own Program Coordinator reporting to the Chair of Child Studies. These programs are offered at five of our

college locations.

The seven laboratory child care centres are also the responsibility of the Chair of Child Studies and are located at seven separate locations throughout the golden triangle. Each centre has a Team Leader reporting to the Chair, Child Studies. The centres enroll children ages four months to ten years of age with a total population of approximately 500 children. The college is presently the largest single operator of child care in the Region.

The Child Studies Department has a total of sixty-five full time staff and/or faculty and twenty-five part time staff and/or faculty as part of the day time operation. Throughout the evening programs there are approximately forty-five to fifty part time faculty teaching in one of the programs within the Child Studies area.

For purposes of this practicum, the focus of this role description has been on Early Childhood Education Program, the largest program within the Child Studies area. Located on two campuses the total student population is 350 day students and 250 evening students. This program is not only the largest program in the college but also is the only one offered at the college that allow students to complete the two year program full time day or evening, part time day or evening or any combination of the above.

There are two entry points for students wishing to study during the day, that is, September and January and

four entry points in the evening - September, January, March and June.

The author's role as the Chair and Coordinator of Early Childhood Education Program involves curriculum development and design, course assignments to faculty, hiring and performance appraisals, liaison with program advisory committee, budget preparation and monitoring, recruitment and program screening of students, timetabling and all other duties related to the academic management of the program. This position reports to the Dean, Applied Arts and Business.

The seven child care centres are operated as an integral part of the Early Childhood Education Program and provide field placements for the students in a controlled environment. The practical and theoretical components of the program are closely interwoven to ensure that the classroom theory is clearly reflected in each of the child care centres.

The writer is responsible for the overall academic and financial operation of the centres. Each centre has a team leader responsible for the day to day operation of that centre.

The Early Childhood Education Program and the associated Child Care Centres consist of eleven full time faculty, fourteen part time faculty, sixty-five full time and twenty five part time early childhood educators and two

administrative support staff. The writer works closely with other areas of the college including student services, student placement, accounting, payroll, human resources, learning resources and so on.

The Early Childhood Education Program began in 1968 as one of the first two year diploma courses offered in the college. As the first coordinator of this program the writer was on faculty until 1988. At that point the program began to grow and new child care centres were opened to facilitate the field component of the program. This growth necessitated a Chair position because of the faculty and support staff collective agreement. The writer has been in that position since that time.

As the first coordinator and faculty in the early childhood program the author developed the initial curriculum and formulated the philosophical direction of the program. Since 1968 the program has grown from a class of 20 students to 350 day and 250 night students. With this growth the need to provide demonstration and practical experiences for the students also grew.

Since 1985 the author has collaborated with business and industry to develop work child care operated by the college. Two of the college centres are jointly funded ventures that met our goal in expanding our child care placements for students. Four of our centres are housed within the Board of Education elementary schools and were

constructed under the Ontario Government Child Care Initiative Programs. The college is the operator and as such we have control over the curriculum and operation of the centre.

These ventures have provided an excellent relationship with the Board of Education as well as local businesses in the community. This model has been used by other programs in the college to develop partnerships with other levels of government, as well as other educational institutions and businesses.

Although a great deal of energy is directed towards this program, the writer is also involved in the organizational development of the college. As the college grew and developed the Early Childhood Education Program continued to be a model for the development of other programs in the Applied Arts Division. The author is or has been a member and/or Chair of many college committees. They include Faculty Development, College Council, Retention and Student Success, Operations Management, Faculty Evaluation, the Doon Campus Chairs committee.

International involvement has become a high profile part of this college's long term goals. The writer travelled to India along with the President of the college. The goal was to work closely with educational institutes in India to develop training programs. Early Childhood Education was one of the first programs to be developed

there. The author spent six weeks working closely with the faculty at two universities. A curriculum to meet their particular needs and culture was developed during that time. The second project a year later was in Malaysia and Singapore where the writer performed a similar function.

The author is active in the community as well. She has been a member of the Regional Social Planning Council, on the board of Family and Children's Services and St. Agatha Children's Treatment Centre. Provincially she is a member of the Provincial Advisory Group to the Ministry of Colleges and Universities, the Early Childhood Education Research Review Team and the Provincial Training Committee.

As team leader, she coordinated and was co-author of The Competency and Training Statement for the Ministry of Colleges and Universities which is now used by all twenty-three community college early childhood education programs. The writer is the co-author of the Canadian edition of a college early childhood text book. She is also the co-author of the first Canadian early childhood education administration text book.

The author's educational background is deeply rooted in the field of early childhood education. She holds a diploma in early childhood education, an undergraduate honours degree in psychology, a diploma in child and family counselling, and a master's degree in early childhood. She is certified as an Early Childhood Education Specialist

with the Association for Early Childhood Education. The author received the Children's Service Award from the above named association for her work with children and families in the community.

permission to use random selection to holding one on one interviews to select applicants that appear to present those characteristics that college programs feel have led to success in the program and profession.

In the early years of the operation of the early childhood education program at this college, the admission criteria was established. This procedure was a very extensive one requiring a great deal of faculty time to administer.

The process consisted of a questionnaire completed by the applicant. The questionnaire asked applicants to describe how they became interested in early childhood education, and their experience working with children either voluntary or paid.

The faculty read and scored this questionnaire. A score of 0 was given for a poorly completed form, a 6 which meant that there was some reason to take this applicant to faculty meeting for further discussion, or score of 10 for a well completed form. Applicants were required to visit a child care centre and to fill out a form to be handed in when they come for the interview. The forms were read by the faculty prior to the beginning of the interview and the information was incorporated into the questions and discussion during the interview. They were not scored or counted as part of the overall assessment in any other way.

The Registrar's office prepared the turn-around

## CHAPTER II

## STUDY OF THE PROBLEM

### Problem Description

Admissions to the Early Childhood Education Programs has been controversial and troublesome at the college since the program began in 1968. The difficulty surrounding who should and who should not be admitted to the program has not been isolated to this college. Twenty-two other community colleges have struggled with the same issue with the result that the Ministry developed a policy statement called Policy Respecting Admissions to Programs of Instruction of the Colleges of Applied Arts and Technology. Among other things, this document addressed system eligibility and program eligibility. It states that students must have an "Ontario Secondary School Diploma". It also states that "eligibility criteria for each program of instruction shall be established by each college on a program-specific basis". This criteria is particularly important where the number of program eligible applicants continues to exceed available spaces. It is the latter requirement that has caused so much concern and differences throughout the province. Presently college practices vary from receiving special

document for faculty which listed educational background and marks for their last two years in high school. The faculty reviewed their high school record prior to the interview in order to seek clarification on any aspect of their grades or to integrate the information into the discussion during the interview.

The one to one and a half hour interview followed which involved five applicants and two faculty. The questions were pre-arranged and fell under one of three headings. The rating scale used was a 1 for unsatisfactory, 2 for fair, 3 for satisfactory and 4 for well handled. The first area contained questions in the area of "Self" with a maximum score of 20 points. The second was "Interpersonal Communications" with a maximum score of 20. There was also an area for recording negative scores of 1-4 in interpersonal communications. The third area was "Children" with a maximum score of 36. One faculty asked the questions and the other faculty recorded each candidates responses throughout the interview. The recorder could ask questions for clarification during the interview or at the end give some feedback to an individual applicant to allow them to add or fill in areas that they may not have responded to.

Following the interview each faculty independently scored the responses and together completed an individual form on each applicant. Antidotal comments were also added to each individual form. This was particularly important if

the total score was lower than 50 which was the cutoff score for acceptance into the program. The final mark added by the faculty was called an overall aptitude mark. An accept was a 10, wait list was 8, further action was 5 and reject was 0. Applicants with a 5 required follow up probably due to a special need, further testing and so on. The turn-around document was then completed and sent to the Registrar's office for their handling. A file was kept in the early childhood education office in case a student called to find out why they have been rejected. The faculty involved in the interview would handle the call. The total procedure took a minimum of one hour and fifteen minutes per student to complete from the beginning of the admission procedure to the completion of the task.

Several years ago the ministry announced that all applications received by certain dates be treated in the same manner. Prior to that announcement the faculty would interview applicants until the program was full and had a healthy waiting list. Once a cut off date for interviewing applicants had been set by the Ministry we were required to see many more applicants than in the past thereby compounding the problem. Changing to two intakes per year, namely September and January, and adding the January section caused further frustration and work on the part of the faculty.

Several strategies were considered or tried to help to

ease the difficulty of numbers and time in the admission dilemma. The members of the Early Childhood Education Advisory Committee were presented with the problem of faculty time and number of applicants. Through negotiations with them it we trained and involved the qualified members of the committee. This was done by replacing one faculty in each group with one committee member and thereby increasing the number of groups that could be seen at a time. For one year this seemed to be a successful direction. However, several other problems became evident. The first was that committee members would often have an emergency at there own place of employment and have to cancel at the last minute. This caused a great deal of difficulty leaving too many students to be interviewed by too few people on the day of the interview. Secondly, faculty did not feel as comfortable with different members of the committee each time that they did not know very well. In addition the novelty of interviewing seemed to wear off with the committee members and with increased personal work schedules it became very hard to get them to commit to the volunteer time needed.

Faculty discussed the possibility of having a pre-screening questionnaire. Although a questionnaire of this nature might decrease the number of interviews, the decision to use a pre-screening mechanism never went beyond the discussion point.

Briefly stated the problem was that the admission process involving program specific criteria for the Early Childhood Education Program was too time consuming and frustrating for the program faculty to continue to administer.

## Program Documentation

The Registrar's office maintains statistics on the number of applicants to the program each year. Table I contains the statistical information in respect to applicants for the past four years. These numbers represent the number of applicants for 140 spaces available in September and 35 spaces available in January each year.

Table 1. Applicants for Past Four Years

| YEAR | SEPTEMBER | JANUARY |
|---|---|---|
| 1988/89 | 623 | 82 |
| 1989/90 | 632 | 141 |
| 1990/91 | 668 | 156 |
| 1991/92 | 720 | 189 |
| 1992/93 | 820 | 58 |

The January 1992/93 statistic contained the number of applicants received as of April 1992. The Registrar anticipated that this number would change to approximately 250 based on last year's statistics. The statistics did not

include the number of applicants received for the program after the program has been filled each year. In discussions with the Registrar she calculated that an additional 200 to 250 were received in her office that were not part of these statistics. This data clearly indicated a upward trend in the number of applicants to the program.

In 1989 the faculty send a memorandum to the Vice-President, Academic stating that they would no longer take part in the admission process unless they were granted time on the Work Load Formula. They stated that they were strong supporters of the admission process, but they did not want to continue to participate in the process without receiving credit for their time on the work load form. The policy to discontinue the inclusion of admission process time on the work load formula was upheld. The faculty continued to perform this task despite their expressed concerns about the time required to complete the task. They continued to work with the union to grieve this issue.

In addition to the work load issue, faculty were finding that the time to complete the old admission process was overwhelming. This was particularly true with two intakes per year and the continuing increase in applications each year. There were also mounting questions from the college admission committee regarding the criteria used by our program. Each program was required to pass the college "test of reasonableness" administered to the admission

criteria. The subjectivity of our interview was the area that caused the greatest concern on the part of the college admission committee. Newer faculty in the program were also questioning the validity of the present system and were concerned about the subjective aspect of the process.

If faculty decided to carry through on their threats not to be involved in the admission process, the college would have been in serious difficulty in respect to the completion of the former admission procedure. Faculty commitment to the success of the program and to students out weighed their threat to discontinue this activity. However, the union could have pushed the issue at any point they chose to do so.

## Causative Analysis

This problem effected all the faculty in the early childhood education program. The Early Childhood Education Program is clearly an over-subscribed program and every indicator points to the continued trend. The faculty felt that the personal interview was an important part of the admission process. At the same time they did not want to continue to spend the number of hours required to complete this task. They were ready for a change.

The problem became further complicated by two additional issues. The first issue was the collective

agreement between the faculty union and the college management that clearly dictated what and how much time faculty can be assigned duties by the college. The second issue was a relatively new stand that the college had taken in respect to what will be allowed on the Scheduled Work Load Formula. As of quite recently hours for the performance of admission functions were not allowed as part of the work load formula. The college considered this to be a program function and not a teaching function and therefore should be done outside the teaching formula. The faculty and union disagreed with managements position on this issue.

Over the past six years the program has grown enormously. When the original admission criteria was developed there were two section of 25 students admitted each year, for a total of 50. The number of applicants to the program was also considerably smaller. In 1992 there were four sections of year one at one campus and one section of year one at another campus. There are now 35 students in each section for a total of 175 first year students per year.

The early childhood education profession has gained enormous statue in this province over the last few years. The government recognized the need to raise salaries. Consequently, each licensed centre receives $5,500.00 for each staff in direct operating grants and $2,500.00 in salary enhanced. This raised the average beginning salary

in this province to $22.000.00. Consequently there have been more and more applicants to the 23 community college Early Childhood Education Programs.

The Ministry of Community and Social Services was also supporting the opening and subsidization of many new child care spaces in the province. This initiative will continue to require a large number of graduates from the college training programs.

The net result of more applications to the early childhood education program coupled with a very cumbersome, time consuming admission process made it mandatory that a solution to the admission dilemma be found.

## Relationship of the Problem to the Literature

The child care study on post-secondary education (1991) confirmed the need for careful examination of the admission procedures presently being used for the early childhood education programs in the community colleges. According to the study each college has a different system for the selection of students. The criteria used in the twenty-three colleges offering the early childhood education program ranged from random selection to intensive interviewing. Criticism was not limited to any one method with concern for standardization being expressed across the province.

A review of the literature underscored the problems

inherent in defining a valid, efficient and effective admission policy. Selection for colleges programs seemed to be fraught with problems when considering only the academic ability of the applicant. The problem was further complicated when selecting candidates for a profession where personal attributes, qualities and characteristics for work with young children are important.

The use of cognitive criteria such as previous academic achievement, and achievement test scores have been, and probably will continue to used to predict future school success. Fleming (1982) relates first years success in college according to a pass-fail-withdrawal criterion to various background and personality factors derived from school and staff questionnaires. Fleming concluded that high school average marks were very good predictors of first year college marks. He added that the average on grade 12 and grade 13 marks were a better predictor than those of the lower high school grades.

Clemence (1978) examined the problem of selecting candidates to the nursing program in the community college system. They faced a similar problem to that experienced by the early childhood education programs. Clemence looked at the difficulty in not just eliminating those candidates that were not appropriate but moreso with the weighing and balancing of those candidates who are equally qualified for admission. She included three major categories of data

(admission G.P.A., course requirements, and demographic data) as admission criteria in her study. Her findings concluded that grade point average continue to be the most significant factor in relation to the success of the nursing student in the profession and as related to academic programs.

Weinstein (1980) concerned about the number of unsuccessful students in the nursing program, looked at the admission process in that program. He compared the variables used to admit students with the retention of the students and found that the high school grade point average, in particular English and Science marks were the strongest indicator of success. Horns, O'Sullivan and Goodman (1991) found that pre-admission grade point average was one of the strongest indicators of success for nursing students. They also concluded that grade point average should be used with other variables for the successful selection of students for this program.

Dietsche (1988) studied the factors that contributed to higher attrition rates in the community college sector. Along with other variables he considered, academic readiness was one of the highest reasons for students dropping out. Students that performed poorly in high school generally had a lack of education motivation and commitment to school.

Little research has taken place in respect to admission variables used to select early childhood educator.

Robinson-Armstrong (1990) while studying retention rates in the community college system, found that the use of demographic and psychographic data to describe the characteristics of early childhood education students might prove useful in developing a more valid selection criteria for that program.

A great deal of literature was available in respect to teacher education which might shed some light for us. Hyman (1984) claims that teaching proficiency is the product of high academic ability and achievement as measured by grade point average and test scores. Others such as Nelson and Wood (1986), Anrig (1986), and Cornbleth (1986) support the belief that selecting academically superior high school students would lay the best foundation for training competent teachers. Hyman's (1984) central theme is that the best teachers are those with high academic achievement measured by grade point average and test scores.

Guyton and Farokhi (1987) state that grade point average tended to be unreliable in predicting teacher success. Stedman (1984) would agree and further states that college grades serve no better than standardized tests in predicting student success. Dalton (1976) inferred that there was increasing evident to believe that high school marks were not good predictors of college grades.

Aksamit, Mitchell and Pozehl (1987) addressing the issue of student selection in teacher education, concluded

that teacher education units continue to use high school grades as the strongest variable for selection purposes.

Lamans and Reeves (1983) revealed that there was a trend toward the increase use of standardized tests and grade point average as a part of the admission criteria. They claimed that this was happening despite the lack of hard data linking grades with teaching performance.

Demetrulias, Chiodo and Diekman (1988) provided one of the most interesting studies in the use of admission standards as predictors of teacher success. The variables included in the admission criteria for one group of students included higher overall grade point averages, letters of recommendation from persons who had observed the candidate's suitability for teaching, supervised experience in working with children in a school setting, personal interview by university faculty and assessment of subject matter competence. The results were that the group of students admitted without meeting all of the admission standards did no poorer than the group that did meet the admission standards. This study suggests that grade point averages and test scores should not be the only basis for admitting a student into a teacher training program. Garcia (1986) would agree and support that notion.

The Teacher Education Council task force on admission expressed concern that despite the fear of putting too much weight on academics, there is considerable worry that

education faculties would put too little weight on academics. However, their concern comes from a different perspective than perhaps those supporting grade point average such as Anrig (1986), Moreshead and Lyman (1988), Hanes and Hanes (1987). The task force's position is that scholastic aptitude may be indicative of continued scholastic aptitude, but it may also be indicative of more, such as determination, hard work, motivation, or a good attitude towards school.

The use of non-cognitive variables such as personality traits, attitude towards children, motivation, self concept and so on have been almost universally accepted as valuable tools in the admissions process. Hilliard (1986) suggests that the most important teaching behaviours are the ability to motivate students, to develop and maintain a rapport with them, facilitating communications, teach problem solving and remain professional and adaptable in complex situations.

Manitoba Community Services (1986) outlines the competency goals a child care worker is expected to have. Among them, and of critical importance, is to build a positive self-concept and individual strength of children in their care. The ability to help children feel good about themselves surely rests with the caregivers own feelings of self worth.

Barbour and Pease (1983) postulated that early childhood teachers must possess sensitivity to interact

successfully not only with the young child but also with parents, guardians, social agency personnel and so on. This requires that applicants be chosen with the capacity to be sensitive to others.

Lay-Dopyera (1988) suggested seven working hypotheses for improving the practice of early childhood teacher education. Many of them would require student's to possess personal qualities measured by subjective means, yet critical to the child care profession.

Williams (1988) views the teaching of young children as a very complex proposition, made even more complex by expecting student teachers to teach in ways they have never been taught. She explains that qualities such as patience, enthusiasm, human warmth and caring as well as genuine concern for the well being of children can't be taught. She further concludes that such qualities should be present for acceptance into a teacher training program. Williams suggests that children need to learn values like sharing, social interactions and a caring attitude toward themselves and others. She sees the role of the early childhood educator as paramount in fostering positive human qualities particularly in light of changing role of the family. She explains that characteristics such as punitiveness, poor self esteem, caregiver neediness, impatience and lack of problem solving and innovative skills are not conducive to work with young children.

The Canadian Child Care Federation study on early childhood education and training (1989) examined teacher training for caregivers. The study concluded that one of the important variables in quality care was the selection criteria used for admitting candidates into the teacher training programs. Their focus was to identify what a graduate should be able to do rather than to determine the variables to be used for selection. This profile included the developmental knowledge base and understanding necessary for work with young children. Of particular emphasis was the student's predisposition to be able to raise a child's self esteem, to help children learn to respect, care for and nurture others, to model healthy emotional relationships and to use non-punitive methods of discipline or guidance techniques. The knowledge base is more readily taught through courses. The ability to raise self esteem, be non-punitive and so on are characteristics that can only be enhanced through knowledge and course work. It would be folly to expect that a needy student with low self esteem would be able to respond to the emotional and social needs of young children.

Jones (1984) states that professionalism is seen more in terms of philosophy and life experience than in the completion of academic courses. Professionals need to be skilled at analysing his/her own behaviour, know a great deal about children and able to develop relationship-

building skills. Applicants for training are more ready if they have life skills, the ability to form relationships with children and adults, and a value system that incorporates self exploration and personal growth.

Pence and Griffin (1991) suggest that early childhood education is no longer a marginalized occupation on the periphery of primary education and human services. They propose that the profession has moved to the forefront of policy and political concern in Canada. Students admitted to the early childhood education program should possess the potential to think in abstract ways and the self confidence and ability to advocate for their profession.

The use of interviews in the admission process has had considerable discussion. Wahlstrom (1979) claims that the use of most interview processes do not have predictive value. Stronck (1979) interpretation of the literature was that admission criteria are frequently inappropriate and unsupported by research data. He concluded the interview as a variable for admission do not predict performance and should not be used. Olmsted (1974) disagreed with these findings and recommended the use of interviews as a screening tool. Stronck also suggests that letters of recommendation do not provide valid information in the admission process due to the ease with which applicants can obtain two people to write supporting letters. His study suggests that the most appropriate predictor of future

academic performance is grade point average.

Crocker (1978) found that the interview when considered with test scores, grade point average and personal data has the least reliability and validity. She did provide some valuable suggestions to be incorporated into the interview process to help yield more valid and reliable results.

Pratt (1989) discussed findings in Canada and in the United States confirming that academic grades have little value as predictors of professional practice. He also concludes that academic grades have political support because of their objective nature and the perceived sense that they will "hold up in court." Pratt suggests that occupational relevance to grade point average would not hold relevance as suggested by the literature. In some professions such as medicine and teaching, the interview predicts clinical performance but not course grades, whereas the interview is a more valid predictor of personal characteristics such as communication skills, empathy, aspirations and so on.

In summarizing the literature it becomes very apparent that determining a valid, efficient and effective admissions criteria is a very complex and controversial issue. The use of cognitive criteria such as grade point average and standardized testing has mixed reviews. Other variables such as references, biodata such as the personal statement of experience and motivation, assessment of personal

suitability in relation to a early childhood education profile should all be explored. The findings of these studies suggest several possible effective directions. The point of admission to training would appear to be the best stage at which to screen candidates for the profession. This may be particularly true in view of institution's emphasis and energy towards retention.

# CHAPTER III

# ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

## Goals and Expectations

The development of a new admission procedure was essential in order to handle the increasing number of students applying to the college and meets the needs of faculty. As a result the first goal was to develop an admission procedure that reduced the present amount of time required by faculty to administer without jeopardizing the quality of the students accepted into the program. The second goal was to the reduce the frustration and continual complaining on the part of the faculty by developing a more efficient and effective admission procedure.

## Behavioral Objectives

The following objectives would be realized:

1. Seven out of ten faculty would find the new procedure an improvement over the previous admission procedure and sign their work load formula form without complaints in respect to the admission process.
2. Seven out of ten faculty would be able to complete

the admission process by reducing the time needed from 60 minutes to 15 minutes per student applicant.

## Measurement of Objectives

The first objective was measured by a questionnaire completed by faculty indicating their level of satisfaction and the time needed to evaluate each of the criteria used The number of Standard Workload Formula Forms signed without complaints in respect to the admission process was be a measure of success.

The second objective was measured by the completion of a checklist by faculty recording the precise amount of time each criteria took to evaluate in order to complete the admission process. The writer also completed the admission process on 50 applicants and compared the time recorded with 50 checklists completed by the faculty.

## Mechanism for Recording Unexpected Events

Since the success of this project was dependent on the behaviour of faculty, the senior administration, Ministry directives and the Registrar's office it was important to be prepared for unexpected events. In order to ensure the highest probability of success the writer followed this plan.

1. Discussed and recorded feedback on the new

admission process with the faculty at the weekly faculty meetings and problem solve any unforeseen difficulties immediately.

2. Met with the Registrar's Office once a week to check on any implications for them with the new system, problems arising with the admission clerk or any unforseen difficulties with applicants. Kept a record of the discussion and noted any possible future problems that might arise out of discussions.
3. Kept a weekly log to be used to cover issues related to such areas as the problem, evaluation, methods of measurement, difficulties in implementation, solution strategies and so on.
4. Recorded, evaluated and adjusted to any policy of political changes both internally and externally that might have impacted on the success of the practicum.

# CHAPTER IV

# SOLUTIONS

## Discussion and Evaluation of Solutions

The writer conducted several brainstorming sessions with the full and part time faculty in the Early Childhood Education Program. The purpose was to obtain ideas and call on their experience in order to explore alternatives to the present admission system. Some ideas that emerged were to review the weighting placed on the present criteria used. There were several faculty that suggested raising the academic requirements for admission and/or giving grade point average more weight than the other variables used. Others felt that grade point average might well be a good indicator of course work success but not as good indicator of students performance in field placement.

The responses from the faculty are indeed congruent with those found in the literature. Fleming (1982), Ferguson (1975), Lamans and Reeves (1983), Wallace (1976), Freeman, Cusick and Housang (1985), Hyman (1984) expressed some support for the use of cognitive variables as valid indicator of student's ability to handle teacher training course work. In fact, there was alarming support for the

use of grade point average despite many indicators that, taken alone, grade point may not be a valid predictor of success in the teaching profession. It would seem that political pressure from university faculties and the objective nature of grade point average has a great impact on convincing colleges to put faith in their continued use.

The author believed that grade point average may provide some evidence that student's have the pre-requisites for successful academic work at the college level. However, the writer agreed with others such as Garcia (1986) and Demetrulias (1988) that high grade point average may also be indicative of other important variables such as determination, hard work and motivation. While grade point average may be one variable used, it should not be the only one, particularly when choosing suitable candidates to work in the human services such as teaching and nursing.

Another option explored in selecting an admission process was to develop a profile of the successful early childhood educator. Once the characteristics and qualities were identified, a method of determining the best candidates based on the profile might be determined. A study completed by Easterly (1985) looked at the characteristics of outstanding teachers evaluated by peers. It was found that certain characteristics such as caring, rapport with students, a willingness to take risks, purposefulness, strong self confidence, a sense of timing, sensitivity among

others were consistently exhibited. Particularly related to teaching performance, Easterly found that affective variables can act as valid predictors of teaching performance. This study was helpful in thinking about the importance of selecting students with attitudinal and affective characteristics necessary for successful work with children.

The personal interview has been used in many teaching faculties and some community colleges to evaluate personal suitability of applicants. Easterly (1985) suggests that interviewing may play an important factor in selecting appropriate candidates with the necessary personal attributes for teaching. Wahlstrom (1979) and Stronck (1979) would not support the use of interviews as valid predictors of success. However, many teaching institutions continue to use the interview as one of the criteria for admission to the faculties of education. Crocker (1978) makes many good suggestions that would help to increase the validity of interviews.

The major factor related to the use of personal or group interviews, regardless of their validity, is the vast amount of time needed to complete this task. While faculty at this college have supported this method in the past, the expensive use of faculty time deterred the author from incorporating this method as part of the admission procedure.

The use of a personal data questionnaire was one way to get at the qualities outlined in a profile of the overall successful early childhood educator. The Teacher Education Council's task force on admission reports that all universities are using the personal data questionnaire, in one form or another, as one of the criteria in their admission process. Tarico (1986) recognized that interviews are labour intensive. He found that the more structured the interview the more valid and reliable the interview, and as it became more structured the same information could be obtained through written means that he referred to as "biodata". Many faculties of education use this method in the form of the personal statement of experience.

## Description of Solution Selected

No one solution as discussed would work to solve this problem. While grade point average is useful, its scope and appropriateness for the teaching profession is too narrow. Interviews are met with mixed reviews, but do not work as part of the solution due to their labour intensity and subjective nature.

The author's plan was to use a number of variables to determine the overall selection procedure. The following criteria was included in the admission process.

| | |
|---|---|
| 1. Previous academic performance: | English grade from Grade 12.<br>Average of all other Grade 12 marks to give an overall Academic Strength Code. |
| 2. Biodata Form: | Personal statement including life experience, motivation to work with children, personal qualities and attributes, examples of initiative and commitment and so on. |
| 3. Reading for Understanding Test later changed to the CAAT Test. | Completed at college by Counselling Services at the time of the group meeting. |
| 4. Attendance at Information Meeting. | Completion of CAAT Test. Receive specific information on program and expectations. |
| 5. References | Required by two people that know their work with young children. |

These variables were included in the overall admission criteria and each received a weighting. Past academic performance was chosen as one of the variables because of the literature that supports the use of grade point averages. However, it is only one of the variables and taken with the others, influenced the candidates acceptance or rejection from the program. Past academic performance has been divided into two categories: English marks and Academic Strength Code which is the average of all the other grade 12 marks without the English mark. The Registrar's office gave us the Strength Code and English mark on the

college turn-around document. A weighting of each was assigned.

A questionnaire form was designed to obtain personal information about the students that helped us select candidates most appropriate for the teaching profession. Past experience with children, other experiences, motivation to work with young children, personal qualities and characteristics and so on were included. (Appendix A). A record form was completed by faculty to assign the time needed when assessing the information. (Appendix B). It was thought that it might be possible to have early childhood staff complete the scoring rather than having the more expensive faculty do so. However, this was not possible for this practicum.

A CAAT Test formerly called the Reading for Understanding test had been adopted by the college and was administered by the counselling department for those students that did not have 65% at the advanced level in their last two years in high school. Much of the literature addresses the advantages and disadvantages of using the grade point average. One of the concerns was the problem around student's inability to read and write despite having completed a grade twelve English course. The Abel (1992) demographics study completed at the college showed that students with the same grade in English from different schools in the province had very different levels of English

competence. In fact, students with high marks in grade thirteen English could not necessarily read and write. Therefore, it is important for us to test the level of English competence for some of the students before admitting a student to the program.

Mandatory attendance at an information meeting was included as part of the admission process (Appendix C). The meeting had a threefold purpose for the students: to hand in the visit to a centre, to complete the reading for understanding test and to gain information about the specifics of the early childhood education program at this college. Abel (1992) also found that students that did best in the Applied Arts Programs at the college were ones that came to the programs well grounded in reality about what they were getting into. When assessing the interview process in the past, students have said that they came to this college because they got to know some of the faculty during the interview. They liked the opportunity to ask questions, to have a tour of the lab centre, to meet a few other candidates, and to get a sense of the early childhood setting and the college environment. The writer felt that this was an important part of the admission process because we have found that students do best when their decision is well researched. The information meeting allowed many of those aspects to continue to happen but under a different format and requiring less faculty time.

The questionnaire on a visit to a child care centre had a twofold purpose: to ensure that the student had seen a child care centre, and to assess some of their responses to the questions in respect aspects of quality care, essential qualities of teacher as well as the role of the teacher. It was hoped that the visit would help students make a more informed decision about their chosen profession. However, during the course of the practicum the requirement to visit a day care centre was dropped. This was done at the request of the many of the centres because they felt that they were being overcrowded with visitors and were spending too much time answering questions for students. Since these centres agree to take many students to complete their field placement we felt that we had to respect their request. However, the questionnaire was changed to incorporate some of the same information, albeit in a much briefer form (Appendix A).

References from two people familiar with their work with young children were required (Appendix D). Willard (1987) indicated that the use of references regarding personal qualities and characteristics were valid and sound. Although some brief mention in respect to the question of the validity of references was expressed in the literature, the writer used a controlled method for obtaining them based on the experience of this research.

Five variables were used to determine admission to the

early childhood education program. A weighting for each of the criteria used was determined and a system to provide the turnaround document from the Registrar's Office used.

## Report on Action Taken

Following the decision to use the five criteria to measure applicants for the program the plan as listed below was set in place and carried out

- met with the Registrar's office and agreed upon the contents of the questionnaire (Appendix A), the reference letter to student (Appendix D) and the program information requirement letter (Appendix C) asking them to attend an information meeting.
- met with the college lawyer to ensure that the contents in the information going to students was appropriate.
- arranged with Student Services to complete the CAAT test on the days that the students were attending the information meeting.
- met numerous times with the early childhood faculty to get support, agreement, and to confirm the report form to be used for timing the new admission system.
- held information meetings with applicants to collect and/or administer all areas of the admission criteria.
- met with the Registrar's office, Student Services and with the faculty on a continuous basis to ensure that

everything was going according to schedule.

- arranged with the Registrar's office to have the strength code and English mark on the turnaround document ready for scoring.
- arranged with Counselling Services to have the scores of the CAAT test ready for faculty to easily record on the turnaround document.
- completed the admission for 50 students myself.
- collected and collated the data from the faculty (Appendix B).

# CHAPTER V

# RESULTS, CONCLUSIONS AND RECOMMENDATIONS

## Results

It was anticipated that the faculty assessing the new criteria used to measure the candidates for admission to the early childhood education program would find the process to be an improvement over the old system, enable them to sign their faculty work load formula form without complaints and be able to complete the admission process considerably less time than needed by the previous method. The data obtained from the faculty questionnaire proved to be as hypothesized.

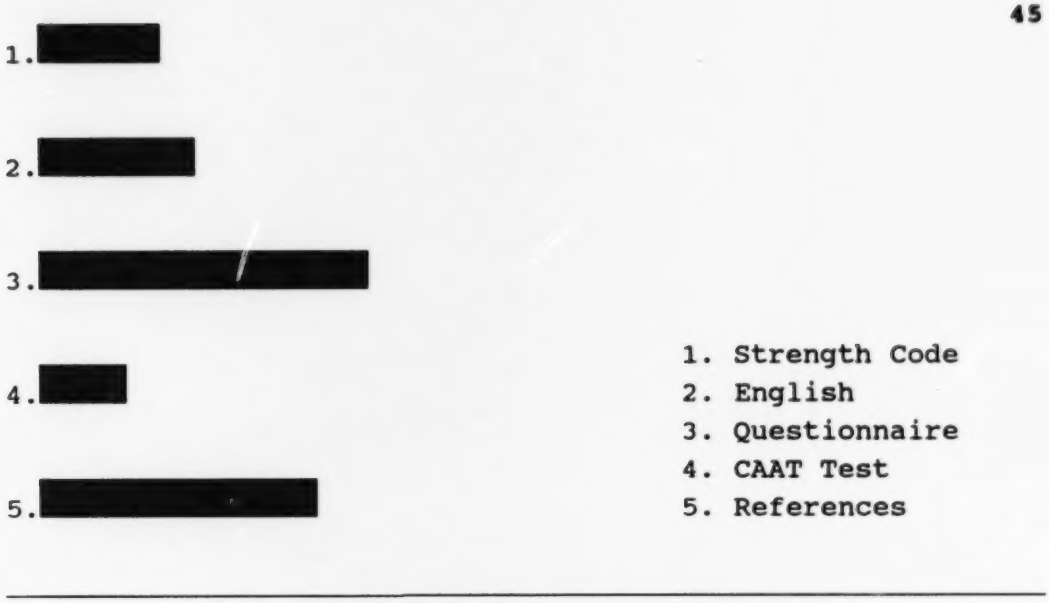
The faculty were asked if they found the new procedure an improvement over the previous one used (Appendix E). Ten out of ten faculty reported that they indeed found the procedure to be much improved in terms of the time needed to complete the process. However, under the comment section faculty questioned the quality of the students in respect to their personal suitability for their chosen profession.

The second question asked on the questionnaire (Appendix B) was to state whether they would sign their work load formula form without complaints with respect to the admission process and their time required to complete the

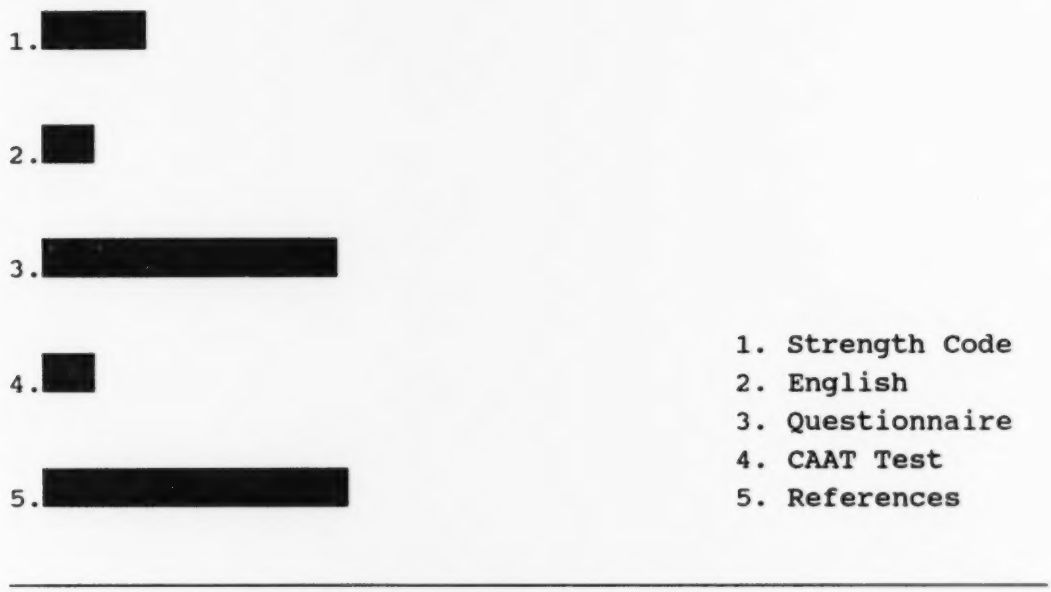
procedure. Ten out of the ten faculty agreed to do so.

Throughout the admission period faculty recorded the time needed to complete each of the five criteria and made a summary of the average amount of time on the Faculty Record Form (Appendix B). This form covered each of the five criteria used and required faculty to indicate their average amount of time based on a minimum of 35 students each. Figure 1 shows the average amount of time it took for ten faculty to complete each of the five criteria.
The average faculty time to complete the admission process based on the five criteria was 17 minutes per student. Although the objective was to have seven out of ten faculty reduce the time required from 60 minutes to 15 minutes, the results were very positive in that all faculty reduced the time by 43 minutes per student compared to the original objective to have seven faculty to reduce their time by 15 minutes. The results are significant and positive and therefore reached the behavioral objective.

Figure 2 indicates the amount of time it took the writer to perform the same tasks. The results were similar to those found in the faculty results. The writer took 14 minutes to complete the tasks required in the admission process. However, these results involved the writer only and was not the average of ten faculty. In addition the writer was much more familiar with the procedure initially than were the faculty.




Average Faculty Time Needed to Assess Admission Criteria
Figure 1




Writer's Average Time to Assess Criteria
Figure 2

## Discussion and Conclusions

Analysis of the data supports the original hypothesis that the new admission process was accepted and welcomed by faculty resulting in the signing of their work load formula forms. The task was accomplished on an average of 17 minutes per student compared to the old method requiring 60 minutes per student resulting in a 72% decrease in time needed per student.

While the behavioral goals were reached for this practicum several concerns remain in the minds of the faculty and the writer. The literature refers to the complex and complicated process of differentiating between valid and invalid predictors of students success both academically and professionally. Barbour and Pease (1983) emphasize the need to accept candidates to the profession of early childhood with the personal attributes such as sensitivity and interpersonal skills. While many others would agree with the need to select candidates with personal qualities suitable for work with children and their families, Wahlstrom (1979) and Stronck (1979) suggest that personal interviews are not a valid criteria to use given their low predictive value.

Interviews have, in the past, been a very strong variable used to select candidates deemed appropriate academically and personally. Now that the new criteria has

eliminated the use of the interview it would be very useful to track the new intake of students to determine their academic skills and their suitability for the field of child care. We are now at the end of the first semester for the new students admitted to the program in January. To date, no students have dropped the program due to program unsuitability compared to two students at this time last year. Four faculty meetings have taken place since the new intake. Two students have been identified by faculty as having potential problems due to low attendance and late assignments compared to the same number last year at this time. No students have been identified as having beginning problems in field placement after the first four weeks. Three students were identified in the tracking book as experiencing problems in field placement last year.

While these statistics are not significant, and are too early to provide a clear date, the trend has at least helped the faculty to be less concerned about their decision to agree to drop the interview as one of the admission criteria used. By the month of March admission for the September intake will begin. This is by far a much bigger tasks due to the larger number of students admitted to the program at that time. Faculty have expressed their enthusiasm for the upcoming shorter and more manageable procedure based on their first experience.

Although faculty time was significantly reduced with

the new procedure, the training and orientation from their first experience should help decrease the time needed to assess each criteria thereby reaching the 15 minute time frame per applicant.

## Recommendations

The new admission procedure was a necessity given union and management differences, growing economic restraint and the vague and ambiguous evidence supporting interviewing as a valid indicator for admissions into the teaching profession. However, it would be advantageous to follow this group and several additional intakes to compare their success both academically and in their practicum to students accepted in previous year. Past records for many years are available on students in order to complete the comparison.

A second recommendation would be to survey the second year students accepted under the old procedure with the new group of students to get their responses to the two different methods used. Unfortunately we would only have access to the students that choose to come once accepted and would not have access to those that did not come because they may have found the new process to have less of a personal touch.

A third recommendation is to continue to assess the personal history or biodata questionnaire used to see if the

questions used could be improved to help select more personally suitable candidates for the program.

The final recommendation is to assess the other four variables used, with more consideration being given to the reference questions posed. The reference seems to provide good information especially if the referee felt strongly about the inappropriateness of the applicant's choice. Certainly the other variables will continue to be evaluated in terms of their weighing and validity.

## Dissemination

Interest in the development and use of the new admission procedure has been noteworthy. The Law and Security Program at this college has, as of last week, dropped the interview based on the information provided to them by this program and the support shown by the early childhood education faculty. Several other programs including the Social Service Worker Program are now studying the criteria chosen by us with a view to altering their process. The timing is particularly important because of the college's tight financial picture and the directive to increase faculty productivity without increasing cost.

Several other colleges have asked to come and speak to our faculty about their perception and beliefs on how the new criteria works in the admission process. They too are facing financial pressures as well as looking for ways to

reduce faculty time which becomes overwhelming during the intake periods.

This topic is a very controversial one at all the community colleges and has stirred a great deal of emotions as well as academic fervour. The author anticipates that this practicum will have many widespread effects provincially and will therefore be broadly considered.

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# APPENDIX A

# ADMISSION QUESTIONNARIE

College of Applied Arts and Technology

# EARLY CHILDHOOD EDUCATION PROGRAM QUESTIONNAIRE

In order to be considered for admission, please complete this questionnaire in full and bring it with you to the information meeting.

Name (Surname) _____ Given Name _____

Address _____ City _____

Postal Code _____ Telephone (  ) _____

1. Discuss your reasons for choosing this field as a career.

_____
_____
_____
_____
_____

2. What personal qualities and characteristics do you have that you feel would make you a good educator in the field of child care?

_____
_____
_____
_____
_____
_____

3. Have you ever visited a child care centre? Yes __ No __
If yes, briefly describe your impressions of the centre.
If no, describe what you imagine a centre to be like.

4. Outline past or present activities, interests, memberships or hobbies in which you have been involved. Indicate your level of involvement in all or any of the above.

5. Please add any other information, comments or personal experiences which you believe might be relevant and supportive to your application.

Please list and describe your paid and volunteer positions. Attach a page if more room is needed.

**Experiences with Children Under 6 Years Old**

1. Position _____ Co-op Program? Yes __ No __

   Place _____ City _____
   Start Date _____ Finish Date _____ Total Hours _____ Volunteer __ Paid __

   Responsibilities _____

2. Position _____ Co-op Program? Yes __ No __

   Place _____ City _____
   Start Date _____ Finish Date _____ Total Hours _____ Volunteer __ Paid __

   Responsibilities _____

3. Position _____ Co-op Program? Yes __ No __

   Place _____ City _____
   Start Date _____ Finish Date _____ Total Hours _____ Volunteer __ Paid __

   Responsibilities _____

**Experiences with Children Over 6 Years**

1. Position _____ Co-op Program? Yes __ No __

   Place _____ City _____
   Start Date _____ Finish Date _____ Total Hours _____ Volunteer __ Paid __

   Responsibilities _____

2. Position _____ Co-op Program? Yes __ No __

   Place _____ City _____
   Start Date _____ Finish Date _____ Total Hours _____ Volunteer __ Paid __

   Responsibilities _____

Other Work Experience

1. Position _____
   Start Date _____ Finish Date _____ Total Hours _____ Volunteer __ Paid __
   Responsibilities _____

2. Position _____
   Start Date _____ Finish Date _____ Total Hours _____ Volunteer __ Paid __
   Responsibilities _____

3. Position _____
   Start Date _____ Finish Date _____ Total Hours _____ Volunteer __ Paid __
   Responsibilities _____

## CURRENT STATUS

... Please check below those which apply to you at the present time and describe briefly.

Full-time student _____
Part-time student _____
Working full-time _____
Working part-time _____
Other _____

The following information will not be used as part of the selection criteria.

| Please Circle | Choice | | |
|---|---|---|---|
| The Early Childhood Program is my career choice | 1st | 2nd | 3rd |
| College is my choice | 1st | 2nd | 3rd |

## FREEDOM OF INFORMATION

The information requested on this form is used to support the admission process and is collected for the purpose of making admission decisions as noted on the general Application for Admission to Colleges of Applied Arts and Technology.

Form: AA 203
93-01

## APPENDIX B

## FACULTY RECORD FORM

September 1992

To: All Early Childhood Education Faculty

From: Chair, Child Studies

Re: Assessment of time needed to complete criteria for admission for applicants to the Early Childhood Education Program.

As per our discussions at faculty meeting please use this form to record the time needed to assess each of the variables used to make a decision on applicants to the program.

Summarize your record on at least 35 of your applicants and state the average time used for each of the five criteria.

| VARIABLES | AVERAGE TIME |
|---|---|
| 1. STRENGTH CODE | _____ |
| 2. ENGLISH GRADE | _____ |
| 3. QUESTIONNAIRE | _____ |
| 4. CAAT TEST SCORE | _____ |
| 5. REFERENCES | _____ |

A) WERE YOU SATISFIED WITH THE NEW PROCEDURE? ____YES ____NO
____NO COMMENT

B) ARE YOU WILLING TO SIGN YOUR WORK LOAD FORMULA FORM WITHOUT GRIEVANCE OR COMPLAINTS IN RESPECT TO THE AMOUNT OF TIME IT NOW TAKES TO DO ADMISSION? ____YES ____NO ____NO COMMENT

PLEASE ADD ANY COMMENTS, CONCERN OR IDEAS YOU HAVE ABOUT FUTURE DIRECTIONS TO BE CONSIDERED WHEN DOING THE NEXT ADMISSION INTAKE.

_____
_____
_____
_____
_____
_____

_____ _____
Signature Date

# APPENDIX C

# PROGRAM INFORMATION REQUIREMENT

# EARLY CHILDHOOD EDUCATION PROGRAM

## INFORMATION - MEETING

As part of the assessment process for the Early Childhood Education Program all applicants are requested to attend a general information meeting conducted in the Early Childhood Education building at Doon Campus. Please meet in the E.C.E. Student Lounge for room assignments.

Please bring your completed questionnaire and a recent picture of yourself. As we have a large number of applicants, this makes it much easier to recall an individual if we have a photograph for reference.

Enclosed you will find two sealed envelopes in which are reference questionnaires. Please give these to two appropriate references and ask them to return them in the enclosed envelope. References are a very important part of the admission process and therefore, should be recent. Choose your references carefully using the following guidelines:

***Appropriate references that we consider in the admission process:***

- school counsellors
- employers
- teachers that know you well
- early childhood educators that know you
- other professionals you may know
- co-workers
- co-operative placement staff

***Inappropriate references that we give less consideration to in the admissions process:***

- your parents and/or relatives
- brothers or sisters
- friends
- girl or boy friends
- neighbours

It is mandatory that you attend this meeting, which will last approximately one (1) hour, to enable us to make a decision on your application. However, if you cannot attend on the scheduled date, please contact the Registrar's Office at (519) 748-3506 to reschedule.

Applicants with Special Needs who require accommodation(s), such as extended time to complete a test or questionnaire, should contact the special needs office at 748-5220 ext. 258. ***Documentation of the need for such accommodation is required.***

# APPENDIX D

# REFERENCES

EARLY CHILDHOOD EDUCATION PROGRAM
REFERENCE FOR ADMISSION TO
THE E.C.E. PROGRAM

Name of Student Applying to Program: _____

Please complete the following information for the above named person who is applying for admission into the two year program Early Childhood Education Program at Conestoga College.

It is extremely important that students entering the Early Childhood Education Program exhibit qualities conducive to work with young children and their families. In addition, the field placement component of the program requires that students work in a variety of settings in the community. Consequently students must be responsible, reliable, sensitive and understanding individuals.

We understand that your responses to our questions will require some degree of judgement on your part. However, your frank and honest evaluation will be appreciated. Your responses to our questions will remain confidential and will be taken seriously.

1. How long have you known the applicant _____ years

2. In what capacity do you know this person? (ie. describe your relationship).

_____

_____

_____

Please circle the appropriate response (1 low, 5 high). Use N/A if you are unable to answer a question.

| | | | | | | |
|---|---|---|---|---|---|---|
| 3. | How responsible have you found this person to be? | 1 | 2 | 3 | 4 | 5 |
| 4. | Do you feel this is a wise career choice for this person? | 1 | 2 | 3 | 4 | 5 |
| 5. | Does the applicant demonstrate initiative in situations? | 1 | 2 | 3 | 4 | 5 |
| 6. | Indicate this person's energy level. | 1 | 2 | 3 | 4 | 5 |
| 7. | How would you describe the reliability of this applicant? | 1 | 2 | 3 | 4 | 5 |
| 8. | How would you describe this applicant's level of motivation? | 1 | 2 | 3 | 4 | 5 |
| 9. | Indicate this applicant's level of sensitivity towards others. | 1 | 2 | 3 | 4 | 5 |
| 10. | Indicate this applicant's openness to new ideas and approaches. | 1 | 2 | 3 | 4 | 5 |
| 11. | If you had to leave children in the care of the applicant how comfortable would you be in doing so. | 1 | 2 | 3 | 4 | 5 |
| 12. | In the applicant's ability to accept and use constructive criticism. | 1 | 2 | 3 | 4 | 5 |
| 13. | How well does this applicant work with others? | 1 | 2 | 3 | 4 | 5 |
| 14. | Indicate the applicant's ability to organize time and tasks. | 1 | 2 | 3 | 4 | 5 |
| 15. | Is this person cooperative, respectful and collaborative when working with others? | 1 | 2 | 3 | 4 | 5 |
| 16. | Indicate the applicant's ability to be empathetic with others. | 1 | 2 | 3 | 4 | 5 |
| 17. | How well does this person follow through on tasks or commitments? | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 18. | How would you rate this applicant's suitability to work with young children? | 1 | 2 | 3 | 4 | 5 |
| 19. | How understanding is this applicant of individual differences and learning styles? | 1 | 2 | 3 | 4 | 5 |
| 20. | Indicate the applicant's level of self confidence and self esteem. | 1 | 2 | 3 | 4 | 5 |
| 21. | Indicate the ability of this applicant to form routine relationships with children. | 1 | 2 | 3 | 4 | 5 |
| 22. | Rate this person's ability to communicate in a positive and constructive manner. | 1 | 2 | 3 | 4 | 5 |
| 23. | Indicate the applicant's ability to support and encourage others. | 1 | 2 | 3 | 4 | 5 |
| 24. | Rate the applicant's ability to listen to others. | 1 | 2 | 3 | 4 | 5 |

Please add any other comments that might assist us in knowing this applicant better.

_____

_____

_____

_____

Thank you for your assistance.

Please sign and return in the enclosed envelope.

_____ _____

Signature Phone Number